

# Federation for Child Study

## CHILD STUDY ASSOCIATION OF AMERICA, Inc.

# Bulletin

For the purpose of helping parents make their parenthood more intelligent, more efficient, and of the highest use to their children.

Vol. 2

JANUARY, 1925

No. 2

## Habit\*

By William Heard Kirkpatrick

**F**IRST, let us ask whether in the management of our children we seek character or conduct. Many will say at once, "It is character we seek." Whether or not they say this because character has such a good name among men, I do not know; but if we ask whether they in fact so act as to build character, the reply wouldn't come so quickly.

Is it character or is it conduct? We wish character, because without it we have no sure basis for expecting conduct. It seems then that we wish both, good conduct as the rule of life and character because it furnishes the basis and hope for such conduct. But this is not all. While we thus set up character as our educational aim, we are forced back on good conduct as the only means for building good character. Good conduct—immediate conduct—is the means to good character just as this good character is the means to later and further good conduct.

How then is any trait built into character? The word trait as here used is the same thing as habit, only habit is often (but wrongly) thought of as being bad, like the drink habit. Habit properly means any acquired trait, any learned way of thinking or feeling or acting.

Everyone knows the force of habit, how it will try to act itself out, how in fact it will, if strong enough, act itself out in face of resolutions to the contrary and in spite of the tears and pleadings of dear ones injured by the evil practice. Now good habits can be just as strong as bad habits. Building character is exactly building up strong, good habits, habits of consideration of others, habits of dealing honestly, habits of thinking before we act, habits of preferring the happiness of wife or children to our own. How to build such habits is a matter for psychology to tell us, and fortunately modern psychology has some very definite and helpful advice to give us.

The first point in building habit is to practice the desired habit, the trait to be acquired. This you say is old, old advice. So it is and none the worse for that, but we must be very sure what trait is being practiced. When the tired father, angry over the continued noise, railed out with his shut-up-or-go-to-bed threat, the children responded by practicing along several lines.

One might be as suggested above, "he's mad, we'd better look out." Another might be, "I wish he'd stay

### JANUARY CONFERENCE



#### DR. MARY SWARTZ ROSE

Professor of Nutrition at the School of Practical Arts, Teachers College, Columbia University; author of "Feeding the Family," will speak on

#### Training the Child to Eat

Wednesday, January 28th, at 3 P. M.



This meeting is for members only and will be held at the home of Mrs. Benedict Erstein, 14 East 83rd Street New York City

Kindly respond to Mrs. Erstein.

\*Excerpts from an address on "Disciplining Children," reprinted from the *Journal of Educational Method*.



away all the time or anyhow let us alone." On the other hand it might be, "I'm awfully sorry we worried father, he is so tired. I'd like to tell him so, but I am afraid." So the parent or teacher must ask himself or herself, "What traits am I having my children practice? Is it prudent restraint or fear or angry resentment or consideration of others or regret at thoughtlessness?"

Is it not clear that the angry threat might make the child outwardly quiet with any one of these respondings going on inside? Practice builds habit, yes, we cannot too often say it to ourselves; but everything turns on what is being practiced. Here is where our responsibility as parents or teachers calls for closer thought than many of us have given.

But practice is not all. The attitude of the learner plays a very important part. Practice with satisfaction builds, but practice with annoyance tears down. Modern psychology has made no discovery more important in its practical bearings. To build a habit we must not only practice it, but must feel that our practice works and be in some measure glad that it works. If I practice something with continued failure and annoyance I shall find myself less inclined to do it. If this continues so long enough, I build in the end an aversion. Continued satisfaction will build a positive habit; continued annoyance will build an aversion.

If my child practices prudential restraint in my presence and it works to his satisfaction he will build the habit of prudential restraint when he is with me. If he practices making me his confidant and I abuse his confidence or make him feel ridiculous, he will cease to make me his confidant or even worse, he may build an aversion to talking with me about anything vital to him. The annoyance will get in its work. Whether practice builds a strong positive habit or builds an aversion depends then on the attitude of the learner. Satisfaction builds, annoyance tears down.

It is at once evident that the principle just laid down greatly limits our part in building the characters of our children. We can require some sort of (outward) practice, but we are often helpless as to the resultant satisfaction or annoyance. For this reason many of you will begin to say to yourselves that you are not going to accept any such limiting and hindering principle. If so, I can only point out that your very rejection but illustrates the very principle you would reject. You find it annoying and you therefore reject it. I am sorry

if you do reject it, because your children will none the less build their characters on it, and you will be but throwing away the guidance and insight you might otherwise have.

Now the case of facing the disagreeable things of life is a little more complicated. Suppose any child flinches before a disagreeable duty. What can I do? Suppose I use coercion and make him do it. Many of you would approve and say, "Yes, he must learn it. You are doing right to teach him." But is he learning it? Am I teaching it? To learn he must practice, practice exactly what he is to learn, and practice it with satisfaction to himself (or negatively, failure must bring annoyance). If I force him to do the disagreeable, is it satisfaction or annoyance that attends? I fear it will be a double annoyance; the thing itself is annoying, being made to do it is even more so. So, by the plain teaching of psychology, if this is the whole case, the child will next time be still less likely to do the disagreeable thing.

Let us be honest with ourselves. Do we do disagreeable things? Yes, often. Why? Think of some case. Some of the ladies present will say, "washing dishes." If it is disagreeable, why do you do it? "Because no one else will." Why not let the dishes go unwashed? "Because I am not willing to eat from unwashed dishes or to let my family do it or even to have unwashed dishes about. Besides, I'd be ashamed, my self-respect wouldn't let me. I don't know what people would say if they heard I didn't wash my dishes. I'd even be afraid of disease. Why, it would never do, no decent person would think of letting the dishes go unwashed." Exactly so. This sort of answer tells us in the case of this one disagreeable thing why it is done.

It is all of these attendant ways in which we think and feel that make us do disagreeable things. In other words, we learn only indirectly to do disagreeable things. No one goes about looking for disagreeable things to do. The disagreeable things come in connection with things we like and we do the disagreeable things in order to get the things we like. The lady who answered above likes to eat from clean dishes. She likes to think of her house as clean and attractive in all respects. She wishes her family to enjoy the home life. She wishes also to keep the good opinion of others. She fears disease for herself and her family. In a less dignified detail, she fears also "croton bugs" (roaches) and knows how she has to work to keep them away.

*(Continued on page 5)*



## Child Study Groups

### *Minutes of the Meeting of Chapter 77*

Topic: Habit Formation.

Sources: Watson: Psychology from Standpoint of a Behaviourist.

Burnham: The Normal Mind.

Norsworthy and Whitley: Brief Series in Education.

Groves. Wholesome Childhood.

At the twelfth meeting of Chapter 77, the subject of Habit Formation was discussed. Several approaches to the problem were considered.

Dr. Watson has found that the original number of emotional reactions of the child is small, consisting of fear, rage, and love. When these original emotions go wrong there is great difficulty in starting and controlling habits.

Observation will show that the habit forming activities in a human being are present at birth and in all probability before birth. Instinct and habit are undoubtedly composed of the same elementary reflexes. They differ so far as concerns the origin of the pattern (number and localization of simple reflex arcs involved), and the order (temporal relation) of the unfolding of the elements composing the pattern. In instinct the pattern and order are inherited, in habit both are acquired during the lifetime of the individual. We can define habit then as a complex system of reflexes which function in a serial order when the child or adult is confronted by the appropriate stimulus, provided we add the statement that in habit, the pattern and order are acquired, whereas in instinct, they are inherited.

One of the interesting and significant things connected with habit formation, is the fact that when a habit is established which utilizes any particular organ of the body, for example, the right hand or arm, the bilaterally symmetrical organ, the left hand and arm, shares in the training. The improvement does not seem to be confined to the bilaterally symmetrical organ, since training the right toe to tap increases most markedly, not only the ability of the left toe to tap, but also the improvement extends to the right hand and to the left hand.

Dr. Burnham says that the conditioned reflex has opened to the scientist a new world of objective experiment in mental and physical hygiene. A reflex is a response to a stimulus, such as the

blinking of the eye from the stimulus of the cinder. When an associated stimulus calls forth that response, the response is called a conditioned reflex. A habit is a system of conditioned reflexes. The classic example of the conditioned reflex is that illustrated by Pavlov's experiment on the dog who learned to associate the getting of meat with the ringing of a bell. Soon, the ringing of the bell, alone, was sufficient to stimulate the dog's flow of saliva. The bell had become the associated or conditioned stimulus, the salivary reflex, following it, the conditioned reflex. Any stimulus may become associated with another that occurs simultaneously.

In the early process of habit formation, the fewer associated stimuli presented to the child, the better off the child. The mother often creates too many associated stimuli which the child learns to depend upon and this makes life harder for both mother and child. The normal young child eats anything and cares little about its surroundings when eating, but the fastidious child, whose reflexes are too much conditioned, may find them all important. The associated stimulus of a pleasant environment becomes as important as the original food stimulus and the reflexes, of secreting saliva, etc., do not work as well when this conditioned stimulus is absent. The relation of drugs to the child's health must be carefully considered. A child must not learn to condition health upon medicine. Sanitariums are full of people who have formed the drug or even medicine habit in this way.

Dr. Burnham considers sleep a general arrest or inhibition of the higher part of the brain and advises that only the biological stimulus of fatigue and the conditioned ones of darkness, quiet and reclining position be allowed the child. Dr. Burnham also states that the fear of darkness is not an instinctive one, but may have been conditioned by a loud noise or some other sudden fright while the child was at one time left alone in the dark.

Illness is often caused by too intense stimuli. We know that emotional experiences aid the secretion of adrenalin, which in turn, hinders digestion and we must be careful not to upset the child, during or soon after a meal. We must be careful to help only favorable conditioned reflexes to be formed. Dr. Burnham states, "Education is a

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# BULLETIN

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The more we learn about individual differences the more importance do we attach to the subject of habit. With increasing study both nature and nurture present greater possibilities than we had dared hope—and also greater responsibilities than we had ever realized.

The two studies of Nature and Nurture are inseparable since they deal with different aspects of a unity that cannot be dismembered except in our thoughts. The question as to their relative importance has no longer the same meaning. We seek methods for drawing out and directing nature—that is to say, we are learning to take nature for granted while we develop a technique for its favorable manifestations and that is the problem of *Habit*.

We are no longer satisfied with that simple and comprehensive rule for all guidance and education: *Practice makes perfect*. We know that Practice sometimes repudiates her traditional responsibilities. We know that she sometimes brings with her a host of uninvited and unwelcome imps of perversity. We are learning not to lean so heavily upon practice.

In the field of child training and education the students of the organism have given us the general physical health as a factor in conduct, response and habituation. The students of the nervous system and of behavior have given us the mechanism of association and conditioning as a guide to controlling the environment. The students of the ductless glands and of the unconscious have given us glimpses of those subtle processes that are so important both as dynamic forces and as trends or fixations in the molding of character.

Growing knowledge opens new problems so that we become uncomfortably aware of the vastness of our ignorance. At the same time our belief in the soundness of our methods enables us to go forward with confidence in the general direction of our efforts.

## Observation in the Field

### What Is Satisfaction?

Every morning at precisely a quarter to eight, the Williams household was in a state of tension. It was time for Carl to be washed and dressed for school. In order to cajole him through the necessary steps toward this end, she was constantly trying to make him enjoy the washing and tooth brushing, in order, as she said, "to build up the habit of cleanliness." The habit, nevertheless, did not seem to "jell," although the recipe was being followed fairly accurately—"Constant repetition, with satisfaction, will form a habit"—so the books had told her, and so the mother believed. Surely there was no doubt about the regularity of the repetitions—Carl had been washing daily at the same hour for years—and as for the satisfaction—why, hadn't his mother used every device she could think of to make him enjoy the process? All the celluloid ducks, and pink mouth-washes and doll-shaped soaps, however, did not seem to be successful in establishing the necessary habit.

An opportunity arose for Mrs. Williams to accompany her husband on a short trip, and it was with some misgivings that she turned the household and Carl over to her young sister who was teaching in a nearby school. On her first morning, Aunt, knowing nothing of the elaborate fuss which marked the beginning of every day, set out to supervise her young charge in his preparations for school. Their thoughts and conversation centered about school, and whether they would have time to walk all the way—meanwhile the routine proceeded in a quiet, orderly fashion, and soon Carl and Aunt were on their way without having had to resort to any tricks. Daily, while his mother was away, Carl washed and dressed with surprisingly few "scenes." His aunt's attitude, that washing and dressing were necessary, and to be gotten out of the way as expeditiously as possible, seemed to carry weight with him. What his mother had failed to grasp was that the very routine and the speed with which it is accomplished was in itself sufficiently satisfactory to the child, and that the boy was constantly incited to misbehavior in order to tax the mother's ingenuity in amusing him.

Whether orderliness and cleanliness ever become really habitual is a question—what we must work toward is the routine performance of necessary chores, because of the satisfaction of having them done.

M. M. M.



## The Month's Activities

At the Monthly Conference, on December 17th, Miss Agnes DeLima spoke on The Experimental Schools. Miss DeLima reviewed the work of the various types of modern schools in and around New York and described the results obtained through the use of the newer educational methods. Many questions followed her address.

On Wednesday morning, December 30th, the special showing of the film "Evolution" took place at the Rialto Theatre before a crowded house. The film shows the formation of the earth, from a swirling mass of fiery matter to its present shape and substance, in a manner so ingenuously convincing that the audience actually feels that it is witnessing the birth of a planet. From the cooling off of the earth, to the appearance of vegetable matter, then of animal life and its developments down to the appearance of homo-sapiens, the story moves with a sweep and dignity that is both beautiful and inspiring. The story of man's development from his cave and forest beginnings to his present achievement, was shown as a thrilling adventure—the actual story of life more remarkable than imagined romance.

The picture was produced by Charles Urban, directed by Dr. Raymond Ditmars of the New York Zoological Society, and edited by Dr. Benjamin C. Gruenberg. It deserves the widest possible audience throughout the country.

One of the interesting functions of the Child Study Chapters has been the contribution they have made during the past two months to the training in leadership for parents, which is being carried on at Teachers College, Columbia University.

Part of the training referred to is required observation of Child Study groups in operation, and our Chapters have rendered valuable service in demonstrating to the students the nature of the interests and problems of earnest mothers seeking help in the training of their children, as well as the methods of handling group meetings for Child Study purposes.

### Program of Baltimore District, Child Study Association of America, Inc.

Tuesday, March 3rd, 8:15 P. M.

**The Effect of Character on Education**—George Boas, *Associate in Philosophy, Johns Hopkins University.*

Tuesday, April 21st, 2:30 P. M.

**Intellectual Companionship of Mother and Child**—Selma R. Rauh of Cincinnati, Ohio.

To be held at the Eutaw Place Temple, 1309 Eutaw Place.

(The Bulletin will publish Chapter programs from time to time for their suggestive value.)

## Habit

(Continued from page 2)

Out of all these likes and dislikes, many disagreeable things have to be faced. The latter are faced for the sake of the former. The way, then to teach my child to face disagreeable things is two-fold: first, help him to build up a network of proper interests that cover the whole range of life; and, second, help him to learn to work for these interests in spite of disagreeable hindrances. There is absolutely no other way to learn to face disagreeable things. Your rough-and-ready way of "making the boy do it" may keep him from getting spoiled, but is almost sure to do some harm, perhaps great harm. In that it seems to him arbitrary, it will fail to teach what you wish him to learn. It will likely alienate him from you.

## Ten Seminar Conferences

*On the Organization and Conduct of Study Groups for Parents, Teachers, Social Workers, Etc.*

The Child Study Association of America, Inc. (formerly The Federation for Child Study), announces a series of ten Seminar Conferences on the organization and conduct of study groups for parents, teachers, social workers, etc.

The course is intended for those who have to work with parents or children, individually or in groups.

The course will be under the general direction of Miss Alma Binzel, Special Educational Associate. Members of the staff and others will present practical suggestions on procedure in organizing groups, materials to use, etc. There will be opportunities to discuss a variety of problems that arise out of work with parents, with institutions, with individual cases; and observation of active groups will be arranged for those taking the course. There will also be a model or demonstration meeting for each of several types of study groups.

Fee \$5.00.

Thursday Afternoons—3:45 to 5

February 19th to April 30th,

inclusive, omitting Thursday,

April 9th.

At 242 West 76th Street



### Habit Formation

(Continued from page 3)

systematic attempt to develop conditioned reflexes (or incipient habits) that signify normal adjustment to one's environment, and efficient activity."

Norsworthy and Whitley state that for any desired habit we cannot trust to mere repetition; it must be repetition *with satisfactory results*. Neutral consequences or unpleasant accompaniments will not succeed in establishing a habit. Children must not be expected to learn their spelling words by repeating them over and over again to themselves with no different result to their consciousness when they repeat correctly from what they experience when they repeat incorrectly. Many times the last line on the page of the old-fashioned copy-book was worse than the first, and the last page no better than the first page. Practice will not make perfect unless satisfaction follows the variations that are in the direction of the ideal. Good impulses must be definitely rewarded, and undesirable impulses must fail of achieving satisfaction. Too often this maxim is violated by such practice as granting children their requests if they tease long enough, paying attention to troublesome children who are trying to "show off," while ignoring the good, well-behaved ones.

The Groves say, regarding habit formation; small children often fall into habits of being fussy about their food. When this happens it is easy for the parent to feel that in such an emergency anything that might break up the habit must be tried out. The most important thing is not to let the little one see that he is occasioning any concern to those who take care of him. Liking to occupy the center of the stage, he would keep up as long as he could the fastidiousness that was so disconcerting to his elders.

One should never discuss children in their presence, unless to emphasize some good point. Said the mother of a three-year-old, who stood at the woman's side, "Bertha is terribly hard to take care of. She seems to get worse every six months. I don't know what I shall do." Bertha looked intent. Her mother went on to relate one of Bertha's escapades, emphasizing her own inability to cope with it.

Bertha would scarcely be human if she did not glory in her power to nonplus a being so much bigger and stronger than herself. By speaking of the child's intractability before the little girl, the mother did the most that could be done to entrench Bertha in her habitual defiance. It hap-

pened that this little girl was very quiet and shy when away from her mother.

In helping our child to form habits that will be of advantage to him, we will save ourselves much trouble, and the child much nervous strain, if we call psychology to our aid, and relate the desired activity to the child's interests. What we must do is to awaken in the child an appetite for the activity we wish to make habitual.

#### Discussion.

During the discussion which followed, objection was raised to the nursery laboratory method of Watson where infants are observed from birth and all their emotional and physical reactions recorded. It was explained that Watson did not advocate this method as a new social order, but was interested in the laboratory as an experiment. The laboratory was important for its biological, rather than for its sociological contribution. It was agreed that such social isolation for the infant is bound to be too restrictive for its best development.

In regard to Dr. Burnham's opposition to associated stimuli in aiding the child to sleep, the mothers present felt that the prayer, bed-time song or story or quiet talk helped many children to bridge over the abrupt transition from joyous contact with others in lighted rooms, and that such conditioning could only be beneficial.

On the question of left-handedness, it was stated that at present psychologists disapprove of attempting to correct that habit especially when it is congenital. In early infancy the mother should make a point of placing objects in the child's right hand, but if the tendency to left-handedness persists it is best left alone. Cases are cited of disturbances in the brain centers due to early forced attempts at correction. Regarding the question of the breaking of the thumbsucking habit it was agreed that great care and much thought be given to the matter. The physician is rightly concerned about the physical results of thumbsucking. But we must concern ourselves with the effects of the mechanical appliances which he may recommend to cure it, such as the effect of rage at such restraint upon the glandular secretions, which in turn affect digestion. The thumbsucking urge is a powerful one and a mother's course of action must be based upon an understanding of all the factors involved. Too close inter-emotional relationship between parent and child, as often observed in the home, may keep a child from forming desirable habits. The good nursery school will to a large extent help solve this problem.



## Book Reviews

*Personality and Social Adjustment*—Ernest R. Groves, Professor of Sociology, Boston University. Longmans, Green and Co., 1924.

It is stated in the Preface that "this book is written for those who have to do with people, especially with children." As all of us have to do with people and most of us have dealings with children this book has universal relationship. The basic idea that "our biological inheritance as soon as it begins its expression comes in contact with social compulsion" is worked out in the analysis and solution of problems of conduct in a most enlightening way. This book is a suggestive treatment of the present trend in the social demand upon parents: namely, that upon the foundation of scientific physical culture be built—such mental and moral culture as will give sound minds and well balanced characters as a universal product of education, in the case of normal children. The cooperative and supplementary relationship between sociology and psychology is shown in a convincing manner; and the fact that the "aims of instruction must be increasingly social" is demonstrated. The chapter on "Habit and Social Continuity" is especially valuable to Americans who need to readjust social arrangements so rapidly.

In the chapter on the "Significance of Gregariousness" the paragraph on page 147 is especially valuable which declares "If the schools are to fulfill their social function they must build up a prophylactic against mass judgments and social suggestion." The common and somewhat exaggerated prominence of "fixation" in the analysis of sex-development, due to Freud, is not checked in this book; although its treatment is more balanced than in many similar analyses. The distinctions made between those of the "superiority complex," those of the "inferiority complex" and those having "no excessive ego-complex at all" are unusually clear, accurate and helpful. Especially true to life is the description of the first class who show their "unfortunate strength of instinct." The warning against getting "psychic relief by undermining the sense of reality" is needed by both the first and second classes described. And the distinction made between "phantasy" which leads away from life and "creative imagination" which provides a program of achievement in the actual world, is one seldom outlined in so a helpful a way to parents and teachers. The difficult pathway between the extremes of authority and of individuality is also traced with fine insight. The whole book fills a real need and is most welcome to all students of character-development.

ANNA GARLIN SPENCER

*The Happy Baby*—Edited by Dr. L. Emmet Holt. Dodd, Mead and Co., 1924.

"The Happy Baby", composed of articles written for the Delineator by such noted specialists as Dr. L. Emmet Holt, Dr. Harvey J. Burkhardt, Dr. Ralph Lobenstine and Dr. Henry L. K. Shaw, and edited by Dr. Holt, cannot be too highly recommended to mothers of young children. It is a splendid book, beginning with "The Care of the Expectant Mother and The New Baby", and discussing clearly and explicitly the problems of early childhood,—chiefly diet problems to be sure,—so that in the end we may have the happy child with a "healthy body and a properly trained mind". The papers do slightly overlap which results in a certain amount of repetition and, indeed, in a few contradictions. The repetitions are excusable, however, in that they bring about a salutary emphasis. And the contradictions are not unwelcome, for they enable the mother to quote Scripture, whichever method she happens to be pursuing.

F. B. T.

## Books Received for Review

- Reveries of a Father.* John Crawley. Appleton Co. \$1.00.  
*Our Changing Morality.* A Symposium. Albert and Chas. Boni. \$2.50.  
*Story of a Man's Mind.* George Humphrey. Small, Maynard Co. \$3.00.  
*Abnormal Behaviour.* Sands and Blanchard. Moffat, Yard Co. \$4.00.  
*Discovery of Intelligence.* Hart. Century Co. \$4.00.  
*Inheritance of Acquired Characteristics.* Paul Kammerer. Boni and Liveright. \$4.50.  
*Child Health Library.* 10 volumes, edited by John C. Gebhart. \$3.00.
1. *Pre-natal Care and the Baby's Birth*—Harbeck Halsted, M.D.
  2. *Babies—Their Feeding and Care*—Louis Schroeder, M.D.
  3. *The Neglected Age—The Child from Two to Six*—B. S. Denzer, M.D.
  4. *Dangers of the School Age*—M. Alice Asserson, M.D.
  5. *Communicable Diseases of Childhood*—Stafford McLean, M.D.
  6. *Hygiene of the Mouth and Teeth*—T. P. Hyatt, D.D.S.
  7. *What Children of Various Ages Should Eat*—Lucy H. Gillett, M.D.
  8. *How Children Ought to Grow*—John C. Gebhart.
  9. *Psychology of the Child*—David Mitchell, Ph.D.
  10. *Educational Problems*—David Mitchell, Ph.D.

## Suggested Readings

### From Current Periodicals

*Making Over Human Behaviour—Children's Habits and Habit Spasms*, by Joseph Jastrow, Ph.D., Professor of Psychology, University of Wisconsin—The Designer and Woman's Magazine, January, 1925.

*Things More Important Than the Three Rs in Elementary Education*, by William T. Root, University of Pittsburgh—Childhood Education, January, 1925.

A discussion of the formation of habits of esthetics, morality and thought as basic factors in the early life of the child.

*Training Nursery School Workers*, by Emma Stevinson—Child Health Magazine, December, 1924.

Describes the function of the school as twofold, a place of nurture for little children and a place of training for adults, professional workers and mothers.

*College and the Callings*, by H. E. Stone—Educational Review, 1925.

A survey of what is being done by specific colleges and universities in vocational and professional guidance.

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Space rates will be furnished on application to the Business Manager, 509 West 121st St. Phone, Morningside 4585, Extension 323.

Publications  
of the  
Federation for Child Study

Outlines of Child Study— A Manual for Parents and Teachers Published by The Macmillan Co., 1922.....	\$1.80 and postage
Sons and Daughters By Sidonie M. Gruenberg.....	\$1.10 and postage
Studies in Child Training.....	each .10
Obedience (Series I, No. 1.) Punishment (Series I, No. 2.)	
Parents' Book List, 1922. Free to Members. Non-members.....	.25
Supplement to Parents' Book List, 1923-1924. Free to Members. Non-members .....	.10
Suggestions for a Parent's Book-Shelf. Free to Members. Non-members.....	.05
Supplements to Children's Book List, 1922, 1923, 1924. Free to Members. Non-members.....	.10
A Selected List of Music Books for Children. Free to Members. Non-members.....	.05
Play School Manual, 1919.....	.50
Federation for Child Study Bulletin Yearly subscription (8 issues). Free to Members. Non-members.....	.50

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